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| **Maintaining Target Language**  **in the Classroom** | **Laura Terrill**  [lterrill@gmail.com](mailto:lterrill@gmail.com)  **lauraterrill.wikispaces.com** |

**Resources available at: actflregionalworkshop.wikispaces.com**

**ACTFL Position Statement: Use of the Target Language in the Classroom**

Research indicates that effective language instruction must provide significant levels of meaningful communication\* and interactive feedback in the target language in order for students to develop language and cultural proficiency. The pivotal role of target-language interaction in language learning is emphasized in the K-16 Standards for Foreign Language Learning in the 21st Century. *ACTFL therefore recommends that language educators and their students use the target language as exclusively as possible (90% plus) at all levels of instruction during instructional time and, when feasible, beyond the classroom*. In classrooms that feature maximum target-language use, instructors use a variety of strategies to facilitate comprehension and support meaning making. For example, they:

1. provide comprehensible input that is directed toward communicative goals;
2. make meaning clear through body language, gestures, and visual support;
3. conduct comprehension checks to ensure understanding;
4. negotiate meaning with students and encourage negotiation among students;
5. elicit talk that increases in fluency, accuracy, and complexity over time;
6. encourage self-expression and spontaneous use of language;
7. teach students strategies for requesting clarification and assistance when faced with comprehension difficulties; and
8. offer feedback to assist and improve students’ ability to interact orally in the target language.

\*Communication for a classical language refers to an emphasis on reading ability and for American Sign Language (ASL) to signed communicative ability.

Video Examples:

*Teaching Foreign Languages, K-12: A Library of Classroom Practices*

<http://www.learner.org/resources/series185.html>

*STARTALK Classroom Video Collection*

<https://startalk.umd.edu/teacher-development/videos>

*STARTALK Making Meaning in the Immersion Classroom*

<https://startalk.umd.edu/teacher-development/additional-resources>

*Stephen Krashen – Comprehensible Input*

<http://www.youtube.com/watch?v=4K11o19YNvk>

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| **Sensorial Supports** | **Paraverbals** | **Non-Verbals** |
| •Visuals  •Graphics  •Realia  •Pictures  •Graphic organizers | •Exagerated pronunciation  •Slower than normal speech  •Purposeful pauses  •Intonation  •Enunciation  •Slowed speech for emphasis  •Key word emphasis | •Gestures  •Facial expressions  •Pantomime  •Demonstration  •Routine  •Context clues |

**Making Input Comprehensible**

Tara Fortune

ACTFL Webinar – Spring 2012

**General Features of Useful Input** (Smith and Donato, Startalk 2012)

Input must be **COMPREHENSIBLE** – Learners must understand most of what the speaker is saying for language learning to occur.

Input must be **MEANING BEARING** – Useful input must contain a message that learners want and need to understand. There must be some communicative intent.



**Key Elements for Thematic Context**

* Cognitively engaging
* Intrinsically interesting
* Culturally connected

*and*

* Communicatively purposeful

*~Clementi, Curtain and Sand*rock